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ABSTRACT

The 1994-95 school year was the first year of the MECA (Manufacturing, Engineering, Construction, Automotive) partnership implementation in the Saginaw (Michigan) Public Schools. MECA's purpose was to nurture the potential of youth while placing them in workplace environments that had not been a traditional part of applied learning in secondary and postsecondary contexts. The student participants (110 juniors and seniors) were asked to complete a 19-item survey instrument. It focused on five areas: enrollment/participation in MECA decision; course work to job experience match; changes (attendance, job seeking tools/skills, marketable skills, atmosphere at school/work site, and social life) brought about in part by MECA; additional things the Career Opportunities Center (COC), home school, and/or work experience could do to help students become more ready for their field of work; and general comments to improve or focus the school-to-work program's efforts. Findings indicated the following: almost all MECA students (77 of 83 who completed the survey) had no difficulty in enrolling in the program; multiple people influenced them to enroll; 51 felt the coursework offered at COC matched the job experiences; almost half believed their attendance at home school and work site increased; over three-fourths believed that they would have a better chance of finding a job and that they had gained additional marketable skills; and almost none saw interference due to MECA in their free time or social life. (The survey instrument and responses are appended.) (YLB)

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ED 389 943

# EVALUATION REPORT

## SCHOOL-TO-WORK OPPORTUNITIES
## STUDENT SURVEY RESULTS

**1994-95**

## DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

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CE 070 512



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# SCHOOL-TO-WORK OPPORTUNITIES
# STUDENT SURVEY RESULTS

**1994-95**

An Approved Report of the
Department of Evaluation, Testing and Research


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December, 1995

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## Introduction

The Averill Career Opportunities Center (COC)[1] along with business and labor have created a partnership to prepare young adults for the high performance demands of today's workplace. This partnership is named the MECA partnership (Manufacturing, Engineering, Construction, Automotive partnership). The MECA partnership is a comprehensive collaborative approach to a school-to-work system that has strong market appeal, vital community support and educational staying power. The system simultaneously nurtures the potential of youth while it places them in workplace environments that have not traditionally been a part of applied learning in their secondary and postsecondary experiences. MECA integrates and improves on the best elements of current state and federal model school-to-work programs. The partnership connects student personal interest in careers and vocations to a hands-on and mind-engaged educational approach that will lead to high-skill, high-wage careers. The MECA initiative matches its processes to the current State of Michigan directions for school-to-work opportunities. Perhaps most importantly, the MECA school-to-work initiative offers tremendous potential for successful local growth and infusion across a wide cross-section of classrooms and worksites in both the industrial and human service realms.

Since the 1994-95 school year is the first year of MECA implementation, surveys of students, employers, and faculty were conducted to determine how the process of program start-up was proceeding.

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[1] As of the start of the 1995-96 school year the Averill Career Opportunities Center (COC) is now known as the Saginaw Career Complex.

This report deals specifically with the survey of students. Two other reports published separately will deal specifically with survey results from employers and faculty.

## Procedures

A total of 110 junior and senior students took part as participants in the MECA partnership. Of the 110 participants, a total of 50 (45.4%) were paid for their work experience. Of the remaining 60 participants, all had non-paid work experiences. In June, 1995, the 110 students were asked to complete a 19-item survey instrument (see Appendix A for a copy). These results, along with other information, are part of the evaluation of the project.

The 1994-95 School-To-Work Opportunities Student Survey focused on five basic issue areas. These areas were the following:

1. Enrollment/participation in MECA decision.
2. Course work to job experience match.
3. Changes (attendance, job seeking tools/skills, marketable skills, atmosphere at school/work site, and social life) brought about in part by MECA.
4. What additional things can the COC, home school, and/or work experience(s) do to help students become more ready for their field of work?
5. General comments to improve or more clearly focus the school-to-work program's efforts.

These five areas will serve as organizing concepts when the responses are reviewed in the findings section.

Some time during the week of June 5-9, 1995 the surveys were handed out for students to complete. Eighty-four of 110 (76.4%) students completed a survey. These returned student surveys were coded, tabulated, and summarized (see Appendix B for the tabulated results).

## Findings

The reader is again reminded that the complete results from the students to each survey question are presented in Appendix B.

### Highlights

A total of 83 of 110 (76.4%) students responded to the survey. Most of the respondents responded to all or almost all of the survey items, except the last item (Item 19) which asked for general comments to improve or more clearly focus the MECA school-to-work program.

A review of the survey items has revealed five basic issue areas. They included: enrollment/participation decision; course work to job experience match; changes brought about in part through MECA participation; additional things each element of the partnership can do to make students more ready for their fields of work; and general comments to improve or better focus MECA (see Appendix C for Area to Survey Item Key). These five areas will serve as organizing concepts for the review of responses given below.

### Enrollment/Participation Decision

The publicity/marketing of MECA and then the decision making as to whether to participate or not was the focus of this item and its subparts. The following major points emerged.

- The four top sources from which students obtained information about MECA included:
  -- COC teacher (37.8%)*
  -- Home school counselor (14.6%),
  -- Home school teacher (13.4%), and
  -- COC counselor (13.4%).

- The three strongest influences for participating in MECA were:
  -- Multiple choices/principal (31.3%),
  -- COC teacher (25.3%), and
  -- Family member (14.5%).

- Most students (92.8%) experienced no difficulty in enrolling in the MECA program.

*Percent of students indicating this response category.

**Match of Course Work to Job**

This area included the issues of matching course work to job site activities, variety of activities on job, and length of weekly work experience. The following major points below can be gleaned from a study of responses in this area.

- Approximately two-thirds (66.2%) of the students believe the job they performed (work experience) matched the course work taken at the COC.

- Less than a fifth (19.8%) of the students believe that the job they perform (work experience) matches the course work at the home school.

- Approximately three-quarters (76.8%) of the students say their work experience varies periodically. The variations in the type of activity most commonly experienced is either daily (49.2%) or every few days (33.9%).

- The median weekly length of a MECA work experience is 13.0 hours.

**Changes Brought About Through MECA Participation**

Survey items explored possible changes in attendance, job seeking tools/skills of students, marketable skill attainments, atmosphere at school/work site and social life brought about in part by MECA. If education is a change process, then the MECA partnership should possibly yield many changes. The following major points emerged from the study of responses in this area.

- A little less than half (46.2%) of the students indicate their attendance at work and school has increased since they began participating in MECA.

- MECA faculty have helped students prepare for seeking jobs with:
  -- 84.0% of the students having prepared a resume with faculty help,
  -- 76.8% of the students having prepared a portfolio of work and school samples for a potential job interview,
  -- 62.2% of the students feeling more comfortable in a job interview because of participating in COC activities, and
  -- 85.2% of the students believing they have a better chance of finding a job once they graduate because of participation in the MECA program.

- Over three-quarters (75.9%) of the students believe they have gained additional marketable skills as a result of participation in the MECA partnership. The top five marketable skills mentioned included:
  -- Machine shop skills [8]*,
  -- Experience in work area [7],
  -- How to apply new knowledge to do tasks [5],
  -- How to apply current skills to do new tasks (problem solving) [5], and
  -- Blueprint reading [5].

*Number of students giving the same or similar response.

- Approximately half (47.4%) of the students believed the atmosphere at the COC has improved since enrolling in the MECA program, while approximately an eighth (16.7%) of the students see an atmosphere improvement in their home school since enrollment in the MECA initiative.

- Almost three-quarters (73.1%) of the students feel the atmosphere at the work place is what they would have expected.

- MECA participation has caused minimal interference with students in either free time/social life or ability to participate in extra-curricular activities (only 10.3% and 21.8% of students reporting interference respectively).

**Additional Things MECA Can Do To Make Students More Ready To Work**

Each element in the MECA partnership (COC, home school, and work site) might do things differently to better prepare the students for their particular field of work. The students were asked to indicate how each element could help them more. A review of their responses related to each partner revealed the following:

- The top two improvements offered relative to the COC were:
  -- None, nothing [29], and
  -- More work experiences and/or more variety in work experiences to promote a field of work [10].

- The top three improvements offered relative to the home school were:
  -- None, nothing [25],
  -- Better classes and/or more real world classes [23], and
  -- More encouragement and/or more knowledge about MECA (e.g., home school teachers and counselors) [14].

- The top two improvements offered relative to the work site experiences were:
  -- More work experiences and/or more variety in work experiences to promote a field of study [38], and

- None, nothing [14].

**General Comments to Improve or Better Focus MECA's Efforts**

A last opportunity was afforded students to offer any suggestions that might further refine, improve, or better focus this school-to-work initiative. A review of the responses showed the following open-ended comments were offered by three or more students.

- None, nothing [18],
- More work experiences and/or more variety in work experiences to promote field of student [6],
- Jobs for us that deal with our field of study [5],
- More background information [3],
- Counselors should help kids of "all cultures" get jobs [3],
- Job board listing all openings [3], and
- Instill confidence in students that they can do the work and reward students for accomplishments [3].

## Summary

The most significant results of the 1994-95 School-To-Work Opportunities Student Survey from 83 of 110 (76.4%) student respondents have been presented. Specific information about the first year of implementation of the MECA program was sought. The five major areas of concern covered by the survey relative to MECA as a School-To-Work initiative were the following:

- Enrollment/participation decision,
- Match of course work to job site experience,
- Changes brought about by MECA participation,
- Additional things MECA partners can do, and
- General comments to help improve and/or refocus MECA.

Thus a number of major areas and issues within each were explored from a student's perspective. The highlighted findings were part of a larger set of findings by question given in Appendix B. Some important points that emerged from the student data included:

1. Almost all MECA students (77 of 83 or 92.8%) had no difficulty in enrolling in the program.

2. Multiple people influenced the students to finally enroll in the MECA partnership.

3. A sizeable majority of MECA students (51 of 77 or 66.2%) felt the course work offered at the COC matched the job experiences.

4. A small minority of MECA students (16 of 81 or 19.2%) felt that the job experience requirements matched well with the course work taken at the home school.

5. Almost half of the MECA students (37 of 80 or 46.2%) believe their attendance at both home school and work site increased since they began MECA participation.

6. Almost all of the MECA students (69 of 81 or 85.2%) believe they will have a better chance of finding a job once they graduate due to their participation in the MECA program.

7. Over three-quarters of the MECA students (60 of 79 or 75.9%) believe they have gained additional marketable skills as a result of their participation in the partnership.

8. Almost all of the MECA students (70 of 78 or 89.7%) see no interference due to MECA involvement in their free time or social life.

9. The three top cited improvements to MECA beyond none or nothing included:
   -- More work experiences and/or more variety in work experiences to promote the field of work;
   -- Better home school classes and/or more real world home school classes; and
   -- More encouragement and/or more knowledgeable school/people about the MECA program.

Overall from a review of the student responses, it appears that the program is achieving many, if not all, of its goals. Like with any program, there are areas that still could be improved/refined/enhanced from the perspective of students. The reader is again reminded that the entire set of student responses is given in Appendix B.

The reader is reminded that surveys of faculty members and employers were also conducted. The findings of each occur under separate reports.

APPENDICES

APPENDIX A

1994-95 SCHOOL TO WORK OPPORTUNITIES

STUDENT SURVEY

Date: _____

1. How did you first learn of the program?

_____

_____

_____

1A. Who most influenced you to participate?

____ Home school counselor
____ Home school teacher
____ Friend
____ Community member
____ COC counselor
____ COC teacher
____ Family member
____ Other (please specify)

_____

_____

1B. Did you encounter any difficulty in enrolling?

____ Yes ... If yes, what? _____

_____

_____

____ No

2. Does what you do on the job match the coursework you are taking at COC?

____ Yes ... If yes, how? _____

_____

_____

____ No ... If no, how do they differ? _____

_____

_____

APPENDIX A

1994-95 SCHOOL TO WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

2A. Does what you do on the job match the coursework you are taking at your home school?

____ Yes ... If yes, how? _____

_____

_____

____ No ... If no, how do they differ? _____

_____

_____

2B. Is your school work different from past years?

____ Yes ... If yes, how does it differ? _____

_____

_____

____ No ... If no, what did you expect to be different? _____

_____

_____

3. Do you do the same things at work daily or do they vary?

____ They do not vary

____ They vary

If they vary, how frequently do they vary?

____ Daily

____ Every few days

____ Weekly

____ Monthly

4. Do you have work experience through MECA?

____ Yes ... If yes, how many hours per week? _____

and if paid, what is the wage per hour? _____

____ No

APPENDIX A

1994-95 SCHOOL TO WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

5. Have you been able to determine your strengths and weaknesses in both school and your job?

____ Yes

____ No

5A. In what areas have you improved?

_____

_____

_____

5B. In what areas do you still need to improve?

_____

_____

_____

5C. Has your attendance at work and school improved since you began participating in MECA?

____ Yes ... If yes, in what ways? _____

_____

_____

____ No ... If no, why not? _____

_____

_____

6. Have the COC staff helped you to develop a resume?

____ Yes ... If yes, what type of help did you receive? _____

_____

_____

____ No ... If no, why not? _____

_____

_____

APPENDIX A

1994-95 SCHOOL TO WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

7. Has the COC staff helped you to prepare a portfolio of work and school samples; a portfolio you could use in job interviews?

____ Yes ... If yes, what type of help did you receive? _____

_____

_____

____ No ... If no, why not? _____

_____

_____

8. Do you feel more comfortable in job interviews because of your participation in COC activities?

____ Yes ... If yes, why and in what activities did you participate?

_____

_____

_____

____ No ... If no, why not? _____

_____

_____

9. Do you believe that you will have a better chance of finding a job after you graduate from this program?

____ Yes ... If yes, why? _____

_____

_____

____ No ... If no, why not? _____

_____

_____

APPENDIX A

1994-95 SCHOOL TO WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

10. Do you believe you have additional marketable skills as a result of your participation in the program?

____ Yes ... If yes, what are they? _____

_____

_____

____ No ... If no, what skills would you want to develop? _____

_____

_____

11. Has the atmosphere at the COC improved since you enrolled in the MECA program?

____ Yes ... If yes, in what ways did it improve? _____

_____

_____

____ No ... If no, what changes did you expect to find? _____

_____

_____

12. Has the atmosphere at your home school improved since you enrolled in the MECA program?

____ Yes ... If yes, in what ways did it improve? _____

_____

_____

___ No ... If no, what changes did you expect to find? _____

_____

_____

APPENDIX A

1994-95 SCHOOL TO WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

13. Is the atmosphere at the workplace what you expected?

____ Yes ... If yes, in what ways? _____

_____

_____

____ No ... If no, in what ways could it be improved? _____

_____

_____

14. Does involvement with MECA interfere with your social life?

____ Yes ... If yes, in what ways? _____

_____

_____

If yes, is there anything you could suggest to lessen the problem and make program participation more smooth?

_____

_____

____ No

15. Does involvement with MECA interfere with your ability to participate in extra-curricular activities?

____ Yes ... If yes, in what ways? _____

_____

_____

If yes, is there anything you could suggest to lessen the problem and make program participation more smooth?

_____

_____

_____

____ No

APPENDIX A

1994-95 SCHOOL TO WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

16. What else can the COC do to help you prepare for a job in the future?

_____

_____

_____

17. What else can your home school do to help you prepare for a job?

_____

_____

_____

18. What else can your work experiences offer you to help you prepare for a job?

_____

_____

_____

19. What additional general comments, if any, can be offered to improve or more clearly focus the school-to-work program's efforts?

_____

_____

_____

Thank you for your time and answers.

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES

STUDENT SURVEY (N = 83)

1. How did you first learn of the program?

| # | % | | # | % | |
|---|---|---|---|---|---|
| 12 | (14.6) | Home school counselor | 11 | (13.4) | COC counselor |
| 11 | (13.4) | Home school teacher | 31 | (37.8) | COC teacher |
| 5 | ( 6.1) | Friend | 5 | ( 6.1) | Family member |
| 0 | ( 0.0) | Community member | 4 | ( 4.9) | Brochure/phamplet |
| | | | 3 | ( 3.7) | Lecture |
| | | | 82 | (100.0) | TOTAL |

1A. Who most influenced you to participate?

| # | % | | # | % | |
|---|---|---|---|---|---|
| 4 | ( 4.8) | Home school counselor | 7 | ( 8.4) | COC counselor |
| 1 | ( 1.2) | Home school teacher | 21 | (25.3) | COC teacher |
| 8 | ( 9.6) | Friend | 12 | (14.5) | Family member |
| 0 | ( 0.0) | Community member | 26 | (31.3) | Multiple choices/princi; |
| | | | 4 | ( 4.8) | Myself |
| | | | 83 | (99.9)* | TOTAL |

*Due to rounding.

1B. Did you encounter any difficulty in enrolling?

| # | % | |
|---|---|---|
| 6 | ( 7.2) | Yes |
| 77 | (92.8) | No |
| 83 | (100.0) | TOTAL |

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

2. Does what you do on the job match the coursework you take at COC?

| # | % | |
|---|---|---|
| 51 | (66.2) | Yes |
| 26 | (33.8) | No |
| 77 | (100.0) | TOTAL |

2A. Does what you do on the job match the coursework you take at your home school?

| # | % | |
|---|---|---|
| 16 | (19.8) | Yes |
| 65 | (80.2) | No |
| 81 | (100.0) | TOTAL |

2B. Is your school work different from past years?

| # | % | |
|---|---|---|
| 51 | (65.4) | Yes |
| 27 | (34.6) | No |
| 78 | (100.0) | TOTAL |

3. Do you do the same things at work or do your work activities vary?

| # | % | |
|---|---|---|
| 19 | (23.2) | They do not vary |
| 63 | (76.8) | They vary |
| 82 | (100.0) | TOTAL |

If they vary, how frequently do they vary?

| # | % | |
|---|---|---|
| 32 | (49.2) | Daily |
| 22 | (33.9) | Every few days |
| 5 | ( 7.7) | Weekly |
| 6 | ( 9.2) | Monthly |
| 65 | (100.0) | TOTAL |

## 1994-95 SCHOOL-TO-WORK OPPORTUNITIES
## STUDENT SURVEY (Cont.)

4. Have you had a work experience through MECA ...?

| # | % | | |
|---|---|---|---|
| 48 | (59.3) | Yes ..... | If yes, how many hours per week? |
| 33 | (40.7) | No | Mean 15.3 hours |
| 81 | (100.0) | TOTAL | Median 13.0 hours |
| | | | Mode 10.0 hours |

5. Have you been able to determine your strengths and weaknesses in both your school and your work on the job?

| # | % | |
|---|---|---|
| 76 | (92.7) | Yes |
| 6 | ( 7.3) | No |
| 82 | (100.0) | TOTAL |

5A. In what areas have you improved?

- More able to understand technical element of tasks such as mathematics. (11)*
- Everything/all or in almost everything/all. (9)
- Working with people (team work skills). (7)
- Communications skills. (7)
- Language skills/English/Reading/Spelling. (6)
- Finishing work on time or before. (5)
- Less absences; less tardiness. (4)
- More willing to work in school to learn something (an attitude change). (4)
- Trouble shooting/problem solving. (4)
- None. (4)
- Working more carefully (doing a job better). (4)
- Public relations. (3)
- Blueprint reading. (3)
- Welding. (3)
- Personal conduct/behaving. (2)
- Electricity. (2)
- Painting. (2)
- Body work. (2)
- More able to understand why technical elements are important to career activities. (1)
- Talking less/listening. (1)
- Ability to work hard (self-motivation). (1)
- Logical thinking. (1)
- Understanding where special tools are needed/working with tools. (1)

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES
STUDENT SURVEY (Cont.)

5A. (Continued).

- Mental notetaking/memorization. (1)
- Report writing. (1)
- Computer skills. (1)
- Understanding how machines work/machining process. (1)
- Self-confidence. (1)
- Milling (holding to tolerances). (1)
- Making parts. (1)
- Notetaking. (1)
- Repairing skills. (1)
- Car repair. (1)
- Heavy equipment. (1)
- Small engines. (1)
- Interviews. (1)
- Landscaping. (1)
- Safety. (1)
- Thinking. (1)
- Estimating materials. (1)
- Building construction. (1)

*Number in parentheses indicates the count of students giving the same/similar response.

5B. In what areas do you still need to improve?

- Everything/all or in almost everything/all. (8)
- More able to understand technical element of tasks such as mathematics. (6)
- Language skills/English/Reading/Spelling. (5)
- Ability to work hard (self-motivation). (4)
- Communication skills. (4)
- None. (4)
- Personal conduct/behaving. (3)
- Welding. (3)
- More willing to work in school to learn something (an attitude change). (2)
- Finishing work on time or before. (2)
- Talking less/listening. (2)
- Ability to focus on something. (2)
- Working with people (team work skills). (2)
- Finding a job. (2)
- Trouble shooting/problem solving. (2)
- Report writing. (2)
- Understand how machines work/machining process. (2)
- History/government. (2)
- Speed. (2)
- Less absences; less tardiness. (1)
- Logical thinking. (1)

5B. (Continued).

- Understanding where special tools are needed/working with tools. (1)
- Mental notetaking/memorization. (1)
- Trigonometry. (1)
- Electricity. (1)
- Blueprint reading. (1)
- Homework. (1)
- Metal types related to speed and feeds. (1)
- Milling (holding to tolerances). (1)
- Repairing skills. (1)
- Heavy equipment. (1)
- Interviews. (1)
- Body work. (1)
- Transmissions. (1)
- Safety. (1)
- Pipe work. (1)

5C. Has your attendance at work and school increased since you began participating in MECA?

| # | % | |
|---|---|---|
| 37 | (46.2) | Yes |
| 43 | (53.8) | No |
| 80 | (100.0) | TOTAL |

6. Have the COC staff helped you to develop a resume?

| # | % | |
|---|---|---|
| 68 | (84.0) | Yes |
| 13 | (16.0) | No |
| 81 | (100.0) | TOTAL |

7. Have the COC staff helped you to prepare a portfolio of work and school samples; a portfolio you could use in job interviews?

| # | % | |
|---|---|---|
| 63 | (76.8) | Yes |
| 19 | (23.2) | No |
| 82 | (100.0) | TOTAL |

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

8. Do you feel more comfortable in job interviews because of your participation in COC activities?

| # | % | |
|---|---|---|
| 51 | (62.2) | Yes |
| 31 | (37.8) | No |
| 82 | (100.0) | TOTAL |

9. Do you believe you have a better chance of finding a job once you graduate than you did before you began participating in the program?

| # | % | |
|---|---|---|
| 69 | (85.2) | Yes |
| 12 | (14.8) | No |
| 81 | (100.0) | TOTAL |

10. Do you believe you have additional marketable skills as a result of your participation in the program?

| # | % | |
|---|---|---|
| 60 | (75.9) | Yes ... If yes, what are they? |

- Machine shop skills. (8)
- Experiencee in work area. (7)
- How to apply new knowledge to do tasks. (5)
- How to apply current skills to new tasks (problem solving). (5)
- Blueprint reading. (5)
- Welding. (4)
- CAD. (4)
- Carpentry skills. (3)
- Automotive repair. (3)
- Communication skills. (2)
- Team work. (2)
- Computer. (2)
- Electrical wiring. (2)
- Drafting. (2)
- Cleaning/maintenance. (2)
- Hand tool/equipment use. (2)
- More well-rounded person. (2)
- Aggressiveness. (2)
- How to network. (1)
- Responsibility. (1)
- Ability to work hard. (1)

1994-95 SCHOOL-TO-WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

10. (Continued).

- More machine repair skills. (1)
- Landscaping. (1)
- Finding parts in parts book. (1)
- A portfolio. (1)
- Painting. (1)
- Being on time. (1)
- Manners. (1)
- Pricing of materials. (1)

| | | |
|---|---|---|
| 19 | (24.1) | No ... If no, what skills would you want to develop? |
| 79 | (100.0) | TOTAL |

- None. (4)
- How to apply new knowledge to do tasks. (1)
- Blueprint reading. (1)
- Math. (1)
- Typing. (1)
- Computer. (1)
- Management skills. (1)
- Interview skills. (1)
- Small engine repair. (1)
- Increase speed of performing task. (1)

11. Has the atmosphere at the COC improved since you enrolled in the MECA program?

| # | % | |
|---|---|---|
| 37 | (47.4) | Yes |
| 41 | (52.6) | No |
| 78 | (100.0) | TOTAL |

12. Has the atmosphere at your home school improved since you enrolled in the MECA program?

| # | % | |
|---|---|---|
| 13 | (16.7) | Yes |
| 65 | (83.3) | No |
| 78 | (100.0) | TOTAL |

APPENDIX B

1994-95 SCHOOL-TO-WORK OPPORTUNITIES

STUDENT SURVEY (Cont.)

13. Is the atmosphere at the workplace what you expected?

| # | % | |
|---|---|---|
| 57 | (73.1) | Yes |
| 21 | (26.9) | No |
| 78 | (100.0) | TOTAL |

14. Does involvement with MECA interfere with your free time/social life?

| # | % | |
|---|---|---|
| 8 | (10.3) | Yes |
| 70 | (89.7) | No |
| 78 | (100.0) | TOTAL |

15. Does involvement with MECA interfere with your ability to participate in extra-curricular activities?

| # | % | |
|---|---|---|
| 17 | (21.8) | Yes |
| 61 | (78.2) | No |
| 78 | (100.0) | TOTAL |

16. What more can the COC do to help you to become more ready for the field of work?

- None, nothing. (29)
- More/varied work experiences to promote. (10)
- Keep up with advancements in technology. (5)
- Teach us the trade. (4)
- Find a job for me/us that deals with the program. (4)
- More business people presentations/tours of different work sites. (3)
- Gain more valuable skills. (2)
- Encouragement/more knowledgeable about MECA. (2)
- Help us get into college. (2)
- Unsure. (2)
- More work on interview skills. (2)
- More background information. (2)
- A job board listing all openings. (2)
- Bigger classrooms with more equipment. (2)
- Instill confidence in students that they can do the work/reward students for achievements/accomplishments. (2)

16. (Continued).

- Better COC teachers. (2)
- Better classes/more real world classes. (1)
- More involvement. (1)
- Counselors should help kids of "all cultures" get jobs. (1)
- More interaction with students from other classes. (1)
- More talks to parents about COC and the School-To-Work Program. (1)
- Get rid of MECA. (1)
- To get along with other people. (1)
- Fewer videos and more one-to-one instruction. (1)

17. What more can your home school do to help you to become more ready for the field of work?

- None, nothing. (25)
- Better classes/more real world classes. (23)
- Encouragement/more knowledgeable about MECA. (14)
- More involvement. (3)
- More work on interview skills. (2)
- More/varied work experiences to promote. (2)
- Resume construction skills. (2)
- A job board listing all openings. (2)
- Instill confidence in students that they can do the work/reward students for achievements/accomplishments. (2)
- More background information. (1)
- Allow me to graduate. (1)
- Pay students for work experiences/education. (1)
- Find a job for me/us that deals with the program. (1)
- More talks to parents about COC and the School-To-Work Program. (1)
- Bigger classrooms with more equipment. (1)

18. What more can your work experiences offer to you to help you to become more ready for the field of work?

- More/varied work experiences to promote. (38)
- None, nothing. (14)
- More work on interview skills. (4)
- Gain more valuable skills. (3)
- More background information. (3)
- Teach us the trade. (3)
- Instill confidence in students that they can do the work/reward students for achievements/accomplishments. (3)
- A job board listing all openings. (2)
- Communication skills. (2)
- Keep up with advancements in technology. (1)
- Help us get into college. (1)

18. (Continued).

- Unsure. (1)
- Resume construction skills. (1)
- Pay students for work experiences/education. (1)
- Bigger classrooms with more equipment. (1)
- I don't think the program will lead to a job in this field, so don't provide a work experience. (1)

19. What additional general comments, if any, can be offered to improve or more clearly focus the school-to-work program's efforts?

- None, nothing. (18)
- More/varied work experiences to promote. (6)
- Find a job for me/us that deals with the program. (5)
- More background information. (3)
- Counselors should help kids of "all cultures" get jobs. (3)
- A job board listing all openings. (3)
- Instill confidence in students that they can do the work/reward students for achievements/accomplishments. (3)
- Unsure. (2)
- Work more with company standards. (2)
- More talks to parents about COC and the School-To-Work Program. (2)
- Keep up with advancements in technology. (1)
- Encouragement/more knowledgeable about MECA. (1)
- More involvement. (1)
- Give me credit for COC class(es). (1)
- Keep it fun. (1)
- Better COC teachers. (1)

## APPENDIX C

## FIVE MAJOR AREAS KEY TO SCHOOL-TO-WORK STUDENT SURVEY ITEMS

| Area Descriptor | Survey Item(s) |
|---|---|
| Enrollment/Participation Decision | 1, 1A, 1B |
| Course work to job experience match | 2, 2A, 2B, 3, 4 |
| Changes brought about by MECA Participation | 5, 5A, 5B, 5C, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 |
| Additional things each element of MECA can do to make student more ready to work | 16, 17, 18 |
| General comments to improve or better focus MECA's efforts | 19 |